

2016 Annual Report to the School Community



School Name: Tyrrell College

School Number: 5403



Name of School Principal:	Graeme Forrester
Name of School Council President:	Alison McClelland
Date of Endorsement:	22 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.









About Our School

School Context

Tyrrell College, a Prep to Year 12 school, is located in the small Mallee town of Sea Lake which is about 400 kilometres North West of Melbourne. The closest rural centre of significant size is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming. The local economy and demography is affected by the range of factors that impact on farming, including extremes in climate and the consolidation of farms into larger scale operations in contexts of increased use of technology and economies of scale. The small student numbers provide a platform for relationship building between students and between students and teachers. Teachers have opportunities in this small school context to know students well, to spend more individual time with students, and to personalise learning for every student. Students participate in an extensive range of cultural, academic and sporting activities including visiting performances, drama workshops, College productions, camps and excursions, public speaking and inter college sports. The college has excellent facilities set in a large, well maintained precinct. A community complex on site provides for sporting and cultural activities and a new Building the Education Revolution funded primary wing is an outstanding facility. The College has, over some years, had a strong focus on agricultural opportunities for students. In 2011 the school was recognised for its achievements and forward thinking with a National Australia Bank Schools First National Award (\$500 000). Through this program the College is agricultural manager of two land holdings of 60 and 70 hectares on different sides of Sea Lake with VCE and VET students having opportunities in food and livestock production with some related opportunities for elective studies in Years 8 and 9.

Our mission is to provide our students with high quality education and support their pathways to further education, training or work. The parents, community, staff and students have “High expectations” of the College and the outcomes it provides for the students.

Our three pillars are the development of high quality teaching and learning practices where learning is differentiated and progress is evidence based, relationships between all community members are embedded and aligned with the College values of Respect, Honesty and high levels of Trust, and our partnerships with the wider Community and parents are an essential and vital part of the College’s operation.

Framework for Improving Student Outcomes (FISO)

In 2016 Tyrrell College focused on the following FISO areas

- Building Practice Excellence – development of a clear focus on improving literacy and numeracy with the introduction of Quicksmart Mathematics, investigation of new reading and comprehension programs, a focus on improving writing and a new curriculum writing template for 2017. Each of those elements were completed and expanded as ongoing work in 2017.
- Building Leadership Teams development of our four PLTs with a school improvement focus on curriculum documentation, explicit writing focus with new whole school templates, Developing a values education program across P-12 and preparing all students with a focus on destinations (CAPs plans and goal setting). This model will continue for the term of the next strategic plan.
- Building Communities – developing a P12 culture, engaging the whole community in the Priority Review and setting a direction for the future. Our review, strategic plan and next AIP were developed in consultation with stakeholders for the next 4 years.

Achievement

At P-6 the student achievement for Teacher Assessment is similar to that of like schools. The average score for English and Mathematics is just above that of the state median. Results for NAPLAN Grade 3 Reading are lower than the state median and similar to the state median for Numeracy. NAPLAN four-year average are slightly lower than the state median for Reading and slightly higher than the state median for Numeracy. Results for NAPLAN Grade 5 are comparable to similar schools for Reading and Numeracy for 2016 and are slightly higher than the state median for the four-year average. The learning gain for students from Year 3 to Year 5 was largely in the medium to high brackets for all areas: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. Writing is an area for improvement but has improved significantly since 2015. Reading is also an area for improvement with a new program, Fountas and Pinnell, being implemented in 2017 which is targeting reading and comprehension at P to 6. Results for teacher judgement of students in Years 7-10 are comparable to like schools for English and Mathematics. For English, it is slightly higher than the state median. For Mathematics, it is considerably higher than the state median. Year 7 and 9 NAPLAN results are higher than the state median for Reading and Numeracy, as well as in the four-year average for both areas. Year 9 Numeracy is significantly higher. When compared to like schools, Year 9 Reading results are similar, Numeracy results are higher and the Numeracy four-year average is lower than like schools. The learning gain from Year 5 to Year 7 show Spelling and Punctuation and Grammar are areas of strength. Writing shows an even spread with the general data in the expected growth level. Reading has large numbers in the ‘high’ category, although is still an area for improvement. Numeracy is identified as an area to further develop. The learning gain from Year 7 to Year 9 show Numeracy and Grammar and Punctuation are areas of strength. Reading is identified as an area in need of improvement. Writing shows an even spread with the general data in the expected growth level. The VCE results show the student achievement in the last four years is similar to that of like schools and the state median. Results in 2016 were slightly higher than the state median. The mean Study Scores for 2016 were slightly higher than that of the State Median. Tyrrell College had a mean study score of 28.5 with 9% of study scores 40+ which places Tyrrell College in the top 125 Secondary Schools in the state where the College was in place 400+ in the past. For continued improvement, the College has implemented a number of programs during 2016. We have introduced PAT Testing over two dedicated testing cycles for Mathematics, Comprehension, Spelling and Grammar, Vocabulary and Science. This is the start of our evidence based teaching approach which will expand over the course of the next Strategic Plan. Quicksmart Mathematics program was implemented fully in 2016. In general, students who have participated have shown more growth than other students in the school in Mathematics. Students will all graduate this term from Quicksmart. Staff began the process of curriculum documentation, developing the common template and planning for 2017, Term 1. This began with development of the Scope and Sequence documentation for each area and then further writing of Unit Plans. This will be a continued practice in 2017.

Curriculum Framework implemented in 2016 (please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In 2016, absence rates at Tyrrell College, for Years 7-12 decreased from 2015. All year levels achieving above 92% attendance apart from the Year 9 cohort which was 89%. The four-year average on attendance was well above similar schools in the region and almost above the State average. There was an improvement in attendance data at Prep to Year 6 cohorts from 2015-2016, with absentee rates on par with similar schools in the region. All attendance data was above 90% apart from the Year 1 cohort on 89%. This improves the four-year average to just under the average of similar schools in the region.

Tyrrell College has an excellent record in its student retention from Years 7- 10 achieving levels well above similar schools, both in 2016 and across the four-year average. Students exiting to further study or full-time employment is also a strength of the College with data showing the College well above similar schools in the region in this area.

In 2016, the College had a major focus on developing a P-12 culture. This was captured each week in a Whole School Assembly whereby achievements, activities and opportunities for students across the school were shared and celebrated. These assemblies were conducted by the School Captains who are important role models within the student body improving student voice.

The Student Representative Council (SRC) continued to be successful and adopted the whole school focus organising and running a number of whole school activities for Mother's Day, Dr Suess's birthday celebrations and fire safety awareness. These proved wonderful activities where students from Prep to Year 12 worked together on a shared task.

In addition to the work of the SRC, promoting student leadership both in terms of opportunities and the development of leadership capacity was a key area of student development in 2016. Six Year 9 students attended the School for Student Leadership and our entire Year 6 class attended the GRIP leadership conference in Bendigo. Four students who had attended the School for Student Leadership in 2015 organised and ran an extremely successful community event 'Green Lake Just add Colour' at Green Lake, a dry local recreational lake. The students raised over \$7000 for the recreational committee to put towards the worthy cause of getting water in the lake. One of our Tyrrell College students Joe Collins was selected into the Young Rural Ambassador program.

The curriculum in 2016 was reviewed and some strategic moves made. Full days of VET programs including Agriculture, Engineering, Hospitality and Music were introduced with excellent results. Tyrrell College boasted two finalists in the regional VET awards in both Music and Engineering, with the Engineering student being awarded the overall winner in the category. VET Agriculture and Engineering students additionally showcased their work at the Mallee Machinery Speed Field Days with excellent community feedback.

The music program at the College continued to develop in 2016, supporting students to undertake private lessons in guitar, piano, voice and drums. The annual performance of "Talent at Tyrrell" was a highlight providing the opportunity for students to display their learnings. In addition, student performances were given at the school Open Day, assemblies and Presentation Evening. Students were keen to participate in the performing arts during the year, with Tyrrell College participating in the Fairfax Festival. A group of both Primary and Secondary students also participated in the State Schools Spectacular dance troupe in Melbourne.

The camps program continues to form an important part of the College's engagement strategy. Each year level had the opportunity to attend a Year level camp/excursion apart from the Year 12 cohort.

The sporting program offered at the College during 2016 involved Swimming, Cross Country and Athletics. Winter and Summer Sports competitions were also held. Yr 11 students were involved in the Lions Youth of the Year competition which focused on developing their general knowledge and public speaking skills. After School Study Group continued to assist students with additional time to complete work.

Tyrrell College ran an extremely successful transition program working closely with the local Pre-school and local feeder schools to ensure new students enrolling at Tyrrell College felt well supported.

Wellbeing

The 2016 wellbeing program continues to build upon many of the strategies implemented in previous years, including: Better Buddies Program at P/1 and 5/6, positive phone calls to parents system to improve communication between home and school, anti-bullying survey and associated home group activities on this theme and cyberbullying workshops and forums with local police officer Andrew Downes. The home group program continues to be the main support system for students with a home group teacher and coordinator to assist in wellbeing and career planning foci.

Communication was a major theme of the wellbeing team with the introduction of Compass to assist in tracking, profiling and supporting our students as well as providing a parent communication and information portal. This was further supported by the use of; the school app, website, compass, school newsletter and individual student diary to improve communication between home and school.

Student wellbeing was further supported by a wellbeing team including staff from each subschool, the College Chaplain and Nurse who oversaw the wellbeing and welfare programs and support which in 2016 was assisted by the Drought relief funding and school uniform program. Each of these initiatives were well received by students, staff and community.

The Attitudes to School Survey for all students across Year 5-12 still highlights the issue of 'student connectedness to school' as our greatest concern and area for improvement. Based upon this data a Professional Learning Team was established to research programs and strategies to implement in 2017 in an effort to improve this data. This team visited other schools, and developed the concept of 'PDP' personal development program. This program was designed to run in 4 x 20 minute blocks four days a week from years P-10 in 2017 and then a further extension into the concept of 'communities' in 2018.

The 2016 data shows the Secondary Year Levels have rated student connectedness to school lower in 2016 than previous years and is rated lower than other like schools. However, the Primary Year Levels has seen a slight improvement in the student connectedness to school for 2016 than the 4 years' average, rating it similar to other like schools.

Student Safety has still been rated very highly and further gains were shown in the Secondary Year Levels Student Perception to Safety in 2016 from the previous four years.

The College engaged specialists such as Bianca Pratt, Visiting Teacher, to improve our understanding of supporting ASD students and also our KESO to provide an extra layer of support for our Koorie students.

For more detailed information regarding our school please visit our website at <http://www.tyrrell.vic.edu.au>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government pri/sec schools: Result for this school: Median of all Victorian government pri/sec schools:

School Profile

Enrolment Profile

A total of 167 students were enrolled at this school in 2016, 70 female and 97 male. There were < 10% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

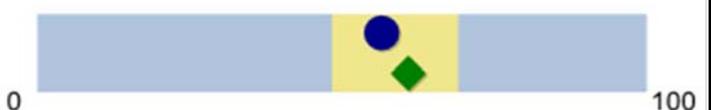
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>71%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>40%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>60%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>47%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	50%	21%	Numeracy	7%	71%	21%	Writing	47%	40%	13%	Spelling	7%	60%	33%	Grammar and Punctuation	20%	47%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="544 837 1034 931"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> <td>96 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	89 %	91 %	92 %	96 %	93 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
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(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>



(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>		<ul style="list-style-type: none"> Similar Similar Higher Lower



(Secondary Year Levels)

Performance Summary

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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>25%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>36%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>44%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>38%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	25%	44%	Numeracy	36%	36%	29%	Writing	31%	44%	25%	Spelling	13%	50%	38%	Grammar and Punctuation	19%	38%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>																								



Students in 2016 who satisfactorily completed their VCE: **100%**

Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: **75%**

VET units of competence satisfactorily completed in 2016: **71%**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: **87%**

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="579 846 1034 943"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	93 %	89 %	92 %	92 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	93 %	89 %	92 %	92 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>												



(Secondary Year Levels)

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

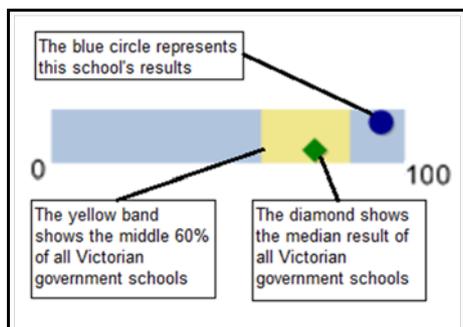
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

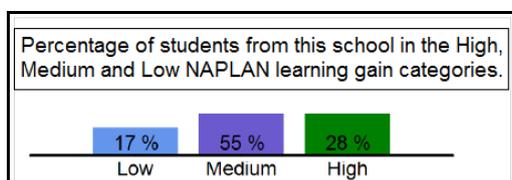
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

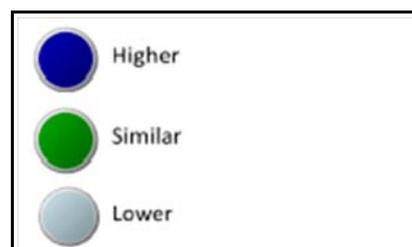
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,657,382	High Yield Investment Account	\$180,215
Government Provided DET Grants	\$730,334	Official Account	\$35,496
Government Grants Commonwealth	\$5,400	Other Accounts	\$716,136
Revenue Other	\$490,382	Total Funds Available	\$931,847
Locally Raised Funds	\$229,806		
Total Operating Revenue	\$4,113,304		
Expenditure		Financial Commitments	
Student Resource Package	\$2,516,492	Operating Reserve	\$186,591
Books & Publications	\$2,116	Asset/Equipment Replacement < 12 months	\$32,000
Communication Costs	\$13,198	Maintenance - Buildings/Grounds incl SMS<12 months	\$84,500
Consumables	\$140,859	Revenue Receipted in Advance	\$10,288
Miscellaneous Expense	\$563,405	School Based Programs	\$529,931
Professional Development	\$13,022	School/Network/Cluster Coordination	\$3,200
Property and Equipment Services	\$279,446	Provision Accounts	\$75,000
Salaries & Allowances	\$98,920	Other recurrent expenditure	\$10,000
Trading & Fundraising	\$28,006	Total Financial Commitments	\$931,509
Travel & Subsistence	\$25,922		
Utilities	\$59,599		
Total Operating Expenditure	\$3,740,985		
Net Operating Surplus/-Deficit	\$372,320		
Asset Acquisitions	\$41,532		

Student Resource Package Expenditure figures are as of 08 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.